



**COUNTY OF LOS ANGELES - DEPARTMENT OF MENTAL HEALTH
MENTAL HEALTH SERVICES ACT
PREVENTION AND EARLY INTERVENTION
PREVENTION AND EARLY INTERVENTION DIVISION**

PATHS[®] DETAILED TRAINING PROTOCOL

ISSUED AUGUST 1, 2013

Group Leader Certification Process for Use of the PATHS[®] Curriculum in Small Group Treatment Models in Los Angeles County

This document provides details of the Group Leader certification process for therapists/staff to be certified as competent in the delivery of the PATHS[®] curriculum model in small group treatment settings. This plan has three components. The first step is initial staff training led by a PATHS[®] Education Worldwide certified trainer. The second component is observation and supervision of staff to certify them as having reached PATHS clinical competencies. The third component regards ongoing certification. Each step is elaborated below.

1. PATHS[®] Curriculum Training	
Two-day initial training	The first requirement is attendance at a two-day (12-hour) training provided by a PATHS [®] Education Worldwide certified trainer. These first two days of training provide didactic information (conceptual and practical information), lesson demonstrations, small group practice, suggestions for generalization and prompting of PATHS skills “on the fly” and in milieu settings, and discussion of practical implementation issues with children, parents, and schools.
One-day booster training	<p>The second component of training is attendance at a one-day booster training. This booster training needs to occur within one year of the initial training, but after the group leader has begun to provide PATHS[®] services. The booster training covers issues in the advanced use of the PATHS[®] model, focusing on how to further customize lesson use to particular issues and concerns (inattention, aggression, communication, peer relations, problem-solving). Booster trainings are one-day trainings (6 hours) designed to be responsive to the needs and concerns of users. Prior to booster trainings, the PATHS[®] trainer will discuss particular needs/concerns. The training will also include tailoring to specific contexts as necessary for group leaders, while still covering the essentials.</p> <p>Both the two-day training and one-day booster training are required prior to awarding certification.</p>
2. Observations of Competency in Utilizing the PATHS[®] model	
Observations	Although training is a <i>necessary</i> component for certification, it is only a first step. Certification focuses on the competent use of the PATHS [®] lessons and skills in the context of treatment. Observations are conducted either live or by video. If live, the observer (certified trainer) will provide the group leader with initial immediate feedback as well as a rating using the <i>Observation Rating Scale of the PATHS[®] Intervention Model for Group Leader Certification</i> (see Appendix A attached). If done by video, the group leader will send the video to the certified trainer who will then provide feedback via distance (Skype/phone) and also provide written feedback via the <i>Observation Rating Scale of the PATHS[®] Intervention Model for Group Leader Certification</i> . Group leaders should conduct at least eight group sessions before submitting their first video.

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	<p>Each therapist will receive a minimum of two observations in this competency review process in order to reach the level of certification. If after two observations, the staff is deemed proficient, then they and their supervisor/agency will be notified and they will receive a letter and certificate. If after the second observation, the therapist does not meet these competencies, further observation and review would be necessary. For each observation written feedback as well as ratings on the <i>Observation Rating Scale of the PATHS® Intervention Model for Group Leader Certification</i> will be provided within one month of receipt of each observation to the group leader and the lead PATHS® staff at the designated clinic/agency.</p>
<h3>3. Re-Certification Process</h3>	
<p>Group Leader Certification</p>	<p>A Group Leader Certification is required and valid for a two-year period. When a group leader is certified they are given access to (1) a unique website for certified group leaders that provides extensive materials for parents, teachers and others on the PATHS model, (2) an email network of other certified group leaders where they can pose questions/thoughts and share learning with others, (3) they will receive an invitation to a yearly PATHS® International Learning Conference (held in either the US or Europe on successive years), and (4) occasional webinars for certified persons. These webinars will be offered quarterly and are recommended but not required.</p> <p>To be re-certified a group leader will need to meet the following mandatory requirements:</p> <ol style="list-style-type: none"> 1. Provide evidence of regular (at least monthly) use of the PATHS® model in their work (this will be verified through communication from the clinician’s supervisor). 2. Attend a one-day advanced users workshop (paid by agency). 3. Demonstrate competence either through submission of a video or a case writeup of group treatment process.
<p>Timeline for Certification</p>	<p>A group leader must be certified within 18 months following the first workshop training. If more than 18 months ensues before certification, the group leader will be required to begin the process again.</p>
<p>Costs of the Certification Process</p>	<p>PATHS® Workshop (2 days – limit of 30 participants) - \$4000 per workshop plus trainer travel and per diem. Booster Workshop (1 day – limit of 30 participants) - \$2000 plus trainer travel and per diem. Live Observations on Site - \$2000 per day plus trainer travel and per diem. Remote/Video Observation - \$100 per hour (observation and feedback). Awarding of Certification - \$100 per certified therapist.</p>
<p>Costs of the Re-Certification Process</p>	<p>Attendance at PATHS® Re-certification Workshop- One Day - \$400/staff. Remote/Video Observation of Case Review- \$100 per hour (If high-quality will require 1-2 hours). Awarding of Certification - \$100 per certified therapist.</p>

TRAIN-THE-TRAINER INFORMATION PATHS[®] Education Worldwide PATHS Affiliate Trainer Program	
What is the PATHS Affiliate Trainer (AT) Program?	<p>The PATHS Training Program is designed to develop highly experienced, high quality trainers who are fully competent to provide training in the PATHS[®] curriculum and PreK/K curriculum to their local educational/mental health entity. Trainers can include staff (teachers, support staff, staff developers) from local school districts/boards, Local Education Agencies (LEAs) and non-profit agencies focused on the promotion of children’s mental health and youth development. PATHS[®] Education Worldwide trains these qualified “trainers” to conduct school-based or regional workshops for the preparation of teachers, group leaders and school support staff who plan to implement the PATHS[®] curriculum within these educational entities. Once certified, PATHS[®] Affiliate trainers conduct workshops and provide follow-up technical assistance and coaching services for their district/regional personnel in accordance with the PATHS[®] workshop training materials, agenda and guidelines.</p>
Certification: What is an AT District/Agency and General Requirements?	<p><u>What is AT District/Agency Commitment?</u></p> <p>The key characteristic of an AT district, school board, or service agency is that it has made a commitment to providing training over time in the PATHS[®] curriculum. These entities usually consist of either a single school district or mental health or social service agency. Other qualifications are that the host entity (e.g., school or agency: 1) has the ability to fund the Affiliate Trainers Certification Program for Affiliate Trainers, and 2) is committed to at least five years of long-term, comprehensive implementation of PATHS[®] programs with ongoing purchase of the PATHS[®] curriculum as needed. ATs must conduct a minimum of one PATHS workshop per year and are required to be re-certified every 3 years. There is not a designated number of ATs that should be trained at one time, however we recommend a minimum of two to support sustainability. The optimal number of potential Affiliate Trainers would be four to six.</p> <p><u>How are Affiliate Trainer Candidates Selected?</u></p> <p>The potential candidate to be an Affiliate Trainer will complete the Affiliate Trainer Certification application. Prerequisites include:</p> <ul style="list-style-type: none"> • Attendance at a two-day PATHS Workshop. • High Quality Performance for at least two years as a PATHS teacher (has taught PATHS in a preschool or elementary school classroom), group leader (has been certified as a Group Leader) or PATHS Coach (has coached/supervised teacher or group leaders on an ongoing basis) • Master’s degree (or comparable credentials). • Classroom or group experience with students in a learner role (teaching and school counseling preferred). • Training experience with educators/clinicians. • Match with trainer competencies outlined in the PATHS Trainer Profile (<i>See Appendix B</i>).

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	<p>PATHS[®] Education Worldwide Trainer Selection Committee determines entry into the program based on:</p> <ul style="list-style-type: none"> • Trainer previous experience with PATHS as a teacher, group leader, or coach • Trainer application • Resume <p>PATHS[®] Education Worldwide recommends that it is desirable for at least two AT candidates to undergo training at the same time in order to: 1) create a support team of trainers within the jurisdiction, 2) ensure an AT presence that does not depend on one individual, and 3) expand the AT capability to provide workshops and follow-up services.</p>
<p>What are the Requirements for the PATHS[®] Affiliate Trainer Certification Process?</p>	<p>Candidates selected for AT Training of Trainers (TOT) program participate in the following four-step training/certification process. Candidates who successfully complete the program will be certified as Affiliate Trainers.</p> <p>The AT candidate receives four days of coaching from a PATHS[®] master trainer in addition to observing one two-day workshop and training in two shared workshops. The first day of coaching follows the Observation Workshop (AT Candidate observes a master trainer complete a two-day workshop) and prepares the AT candidate to provide a portion of the first shared workshop. The second coaching day follows the first Shared Workshop and both provides feedback on the first shared workshop and prepares the AT candidate for the second shared workshop. The third coaching day provides feedback on the second shared workshop and prepares the AT for conducting a full day solo workshop provided to participants by the AT. The AT then provides a full day workshop with observation or review by the PATHS[®] master trainer. The fourth day follows the full workshop in preparation for certification as a PATHS[®] Affiliate trainer. The primary purpose of the coaching days are to provide detailed and personalized instruction in how to conduct the PATHS[®] workshop and to observe and provide feedback on candidates' training skills.</p> <p><i>Phase I: Observation Workshop (2 days)</i></p> <p>The AT candidate participates as an observer in a full PATHS[®] workshop (two days) with a PATHS[®] master trainer. The candidates observe the Master Trainer conducting a workshop and make notes on their own copy of the PATHS Workshop Manual and detailed list of requisite trainer skills. They observe how the Master Trainer blends content and process in the facilitation of the workshop and pays attention to the specific facilitation skills used. After the observation of the two-day workshop, the AT meets with the Master Trainer for a coaching day in preparation for the first Shared Workshop.</p> <p><i>Phase II: Shared Workshops 1 and 2 (4 days)</i></p> <p>After the coaching day, the AT candidate shares leadership of a workshop in coordination with a PATHS[®] master trainer. An AT candidate conducts approximately one-half of this workshop. Following the first shared workshop, the Master Trainer provides coaching and feedback on the candidate's command of the workshop's content and demonstration of training skills. Feedback is provided to the AT on the <i>Observation Rating Scale of Training</i> (see Appendix C) and the AT also provides self-reflection on their performance. There is also review of the participants' workshop ratings. The feedback and self-reflection also prepares the AT candidate to set goals for</p>

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the Second Shared Workshop.

After successfully completing Shared Workshop 1, the AT candidate participates in a second Shared Workshop under the supervision of a PATHS® master trainer. In this workshop, the candidate and master trainer switch roles and conduct the other half of the workshop. The master trainer will evaluate the workshop and provide feedback to the AT using the *Observation Rating Scale of Training* as well as from the AT's self-reflection and help the AT set goals for the full workshop.

Phase III: Full Workshop

If the AT candidate has shown sufficient progress as assessed by the Master Trainer, the AT would then present a two-day complete PATHS® workshop. This workshop would either be observed live (preferably) or watched by videotape by a master trainer.

Phase IV: Post-Workshop Coaching and Review (1 day)

The fourth day of coaching follows the full workshop presentation in preparation for certification as a PATHS® Affiliate trainer. The master trainer reviews the workshop, participant ratings, evaluates the AT on the *Observation Rating Scale of Training* and makes an overall rating on the Global Ratings of PATHS® Affiliate Training Quality (see Appendix D). If the AT meets the criteria of "Competent" or "Exemplary" they are then certified as an Affiliate Trainer. If the AT does not meet the performance criteria, additional coaching and workshop training would be required. The amount and type of coaching necessary before providing another workshop will be decided on a case-to-case basis by the Master Trainer, the Chairman of the Board of PEW, and the CEO of PEW.

Only PATHS® Education Worldwide certified ATs are qualified to conduct PATHS® workshops for the district or agency's personnel. They may not train personnel from schools and community-based organizations outside the school district or agency without the authorization of PATHS® Education Worldwide. Only PATHS® Education Worldwide approved workshop models may be used and ATs must follow the prescribed agenda and timelines. To assure a positive, effective workshop experience, participant numbers should be between 12-30.

Once Certified, AT trainers are required to do the following:

- Ensure training is conducted as outlined in the *PATHS® Education Worldwide Training Manual*.
- Use the required program materials during the training and in follow-up consultation.
- Provide consultation to site as needed on staff training, ongoing support, etc.
- Submit brief progress reports describing program activities in each school/location that has been trained and that is receiving ongoing consultation by the Affiliate Trainer by December 31st of each calendar year to the CEO of PEW.
- Submit copies of PATHS Training evaluations for all trainings conducted to the CEO of PEW.

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Re-Certification Process	<p>Affiliate Trainer Certification is valid for a three year period. When an Affiliate Trainer is certified they are given access to (1) a unique website for PATHS® Trainers that provides extensive training materials for parents, teachers, administrators and directors on the PATHS model, (2) an email network of other certified trainers where they can pose questions/thoughts and share learning with others, (3) they will receive an invitation to a yearly PATHS® International Learning Conference (held in either the US or Europe on successive years) but attendance is not required but highly recommended, and (4) occasional webinars for certified trainers.</p> <p>To be re-certified an AT will meet the following requirements:</p> <ol style="list-style-type: none"> 1. Provide evidence that the AT has provided at least one full (2-day) workshop training each year during the past three years. This will be tracked yearly by communication between the assigned Master Trainer with the AT and review of the workshop Training Evaluation sent to PATHS® Education Worldwide. 2. Attend a mandatory one-day advanced trainer’s workshop once within the three year period (paid by agency). This workshop will be held at least yearly in coordination with the PATHS® International Learning Conference. 3. Demonstrate competence through submission of a full one-day video of a training session and submission of workshop agenda and handouts. This video will be reviewed by a Master Trainer and feedback will be provided to the AT.
Timeline for Certification	<p>An Affiliate Trainer must be certified within 18 months following the first workshop observation. If more than 18 months ensues before AT certification, the AT candidate leader will be required to begin the process again.</p>
Costs of the Certification Process	<p>All costs as outlined in certifying an AT trainer are the responsibility of the AT district/agency.</p> <p style="padding-left: 40px;">4 days of coaching by a master trainer - \$2000/day plus trainer travel and per diem</p> <p style="padding-left: 40px;">Awarding of Certification - \$100 per certified Affiliate Trainer</p> <p style="padding-left: 40px;">Cost per hour of telephone/Skype consultation (if utilized) = \$100/hour</p>
Costs of the Re-Certification Process	<p>Attendance at a one day advance trainers workshop- no PEW charge (travel and per diem only)</p> <p style="padding-left: 40px;">Review of Video by Master Trainer - \$1200 – review of video and feedback to trainer</p> <p style="padding-left: 40px;">Awarding of Certification - \$100 per certified Affiliate Trainer</p> <p>Financial expectations for the organization sponsoring an AT include (1) the purchase of program curricula for all workshops, (2) ongoing support for the AT professional development, including participating in the recertification process are part of the host entity’s responsibility. Once trained, the only cost incurred for AT-led workshops is for workshop and classroom materials.</p>

For more information on this training model, please contact

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Appendix A

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Observation Rating Scale of the PATHS® Intervention Model for Group Leader Certification

PATHS Curriculum Core Competencies	Low Competence Needs Substantial Improvement	Moderate Competence Needs Further Refinement	High Competence/ Proficiency
GENERIC GROUP COMPETENCES			
Ability to develop a positive, supportive atmosphere with the group participants characterized by warmth, respect, acceptance, and empathy.			
Ability to avoid negative interpersonal behaviors (such as impatience, aloofness or insincerity).			
Ability to adhere to the agenda while taking into account the needs of the group participants.			
Ability to manage disruptive behavior by either working with the child individually to reduce disruption, or to remove the student from the group process.			
Ability to present students with clear structure, expectations and routines. Shows consistent discipline (good follow-through on consequences) and reasonable limits.			
Ability to effectively pace and 'time manage' the session in relation to the agenda.			
Ability to end the group appropriately with a clear closing for the group/class.			
PATHS SPECIFIC COMPETENCES			
Ability to cover the core components of the written curriculum. Almost all of the content is covered as written. All of the key specific objectives of the lesson are adequately covered.			

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Ability to draw on knowledge of the principles which underlie PATHS to inform the application of the specific techniques from the model.			
Is well prepared, flexible and interesting. The leader presented PATHS concepts well and feels comfortable with the material as evidenced by lesson presented.			
Ability to model, and reinforce use of basic PATHS strategies for emotional regulation to help the child manage his/her emotions in a way that facilitates change. This includes use of: feelings vocabulary (feelings faces), feelings concepts (all feelings are ok, comfortable/uncomfortable, important cues, recognition in self/others, and inside/outside), and development of insight (relating feelings to situation).			
Ability to model, coach and reinforce advanced strategies for emotions management: changing and hiding feelings "I-statements", feelings intensity.			
Ability to model and reinforce use of basic PATHS strategies for behavioral self-control and coping: use of "Turtle Technique", 3-steps to calming down, or control-signals poster, OK/Not OK behavior categorization, if/then, why/because.			
Ability to model, coach, and reinforce strategies for problem-solving: setting the stage for addressing a problem (calming down), stating problem and emotional impact, setting a goal, brainstorming, anticipating and evaluating consequences, choosing the best plan, decisions about implementation, plan outcome evaluation.			
Ability to model, coach, and reinforce strategies for initiating, maintaining, and resolving conflict in social relationships: giving and receiving compliments, making a friend, joining a group, social problem-solving, taking another perspective, win-win, win-lose, and lose-lose goals.			
Ability to assess child performance difficulty and model/coach the relevant strategy as incidental learning.			
Ability to recognize child performance of taught PATHS skill/concept and acknowledge/reinforce as generalization/maintenance strategy.			

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<p>Ability to provide explanation and demonstration of PATHS concepts to parents, teachers, principals, co-workers and other community partners who may be in contact with the child.</p>			
<p>USE OF SUPERVISION</p>			
<p>Openness in sharing your current state of competence and your training needs with the PATHS Trainer.</p>			
<p>Ability to discuss clinical work with the PATHS trainer as an active and engaged participant, without becoming passive or avoidant, or defensive or aggressive.</p>			
<p>Ability to reflect on the supervisor's feedback and to apply these reflections in future work.</p>			

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Global Ratings of Implementation Quality

1	Poor	Little of the PATHS curriculum is delivered effectively. There are major gaps in presentation quality (consistent and significant misunderstandings of lessons that lead to major errors in implementation).
2	Weak	About half of PATHS curriculum is being delivered effectively. Presentation is inconsistent, and lacks enthusiasm or careful preparation, or group management is weak.
3	Adequate	Most of the intended curriculum is being delivered effectively. Presentation generally covers the main elements adequately, but there are occasional gaps in coverage and some of the finer points do not receive much attention. Effectiveness may be undermined by issues such as a lack of careful planning, lack of enthusiasm, or issues in group management.
4	Strong	Most of the intended curriculum is being delivered effectively. Presentation is consistent, main points are almost always covered adequately, and there is generally good attention to some of the finer points.
5	Exemplary	PATHS is being delivered in an exemplary manner. Presentations occur consistently and with high quality coverage of main points and finer points. Clear evidence of careful planning, enthusiasm and attention to detail. Teacher seems to have “internalized” this curriculum and uses the concepts in a natural way throughout the session.

Appendix B

Training is an important component for utilizing PATHS[®] curricula and requires a special blend of skills and personal attributes of its facilitators. Below is a list to help identify appropriate trainer candidates. Some attributes are readily apparent, others surface through personal interaction, and still others can be assessed only through observation of the trainer candidate’s facilitation of a workshop group.

To maximize successful completion of the certification process, PATHS[®] Education Worldwide urges both trainer candidates and those recommending them to consider their match with the following selection criteria:

PATHS[®] Affiliate Training PROFILE	
Experience	<ul style="list-style-type: none"> • At least two years of teaching or coaching of the PATHS[®] model with effectiveness • Flexibility • Intuitive, good “people reader” • Energetic, persevering, high level of stamina • Good stress management skills • Natural sense of humor, not affected or planned • Self-confident, can show vulnerability, willing to take risks • Has foresight, can anticipate problems and learning opportunities • Willing to develop professionally and personally, has a learner attitude, is open to and uses constructive feedback • Knowledgeable about Social and Emotional Learning (SEL) programs
Presence	<ul style="list-style-type: none"> • Conveys warmth and acceptance • Maintains a professional appearance and conduct • Displays confidence
Intra-and Interpersonal Qualities, Attitudes, and Behaviors	<ul style="list-style-type: none"> • Effectively models PATHS[®] program skills (i.e., listening, responding, creating positive classrooms/school climate or milieu of therapeutic settings) • Shows emotional openness to others • Optimistic, positive attitude • Accepts challenges without defensiveness, can deal directly with problems • Team player, can work with a partner • Demonstrates positive conflict management skills
Training Competencies	<ul style="list-style-type: none"> • <i>Adult Learning Understanding</i> – Knows how adults acquire and use knowledge, skills, and attitudes. Understands individual differences in learning. • <i>Feedback Skills</i> – Communicates opinions, observations, and conclusions so that they are understood and accepted. • <i>Group Leadership Skills</i> - Is able to influence groups to both accomplish tasks and fulfill the needs of their members. Maintains an attitude of positive discipline, is able to diffuse potentially explosive situations. • <i>Intellectual Versatility</i> – Recognizes, explores and uses a broad range of ideas and practices. Thinks logically and creatively; problem solver. • <i>Presentation Skills</i> – Verbally presents information so that the intended purpose is achieved. Applies effective instruction principles.

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	<ul style="list-style-type: none">• <i>Relationship Versatility</i> – Adjusts behavior in order to establish relationships across a broad range of people and groups. Recognizes and maintains professional/leadership distance.• <i>Observation Skills</i> – “Reads” group climate, reactions and feelings of individuals and potential or existing problem areas.• <i>Interpersonal Skills</i> – Communicates with individuals in ways that help make them feel important and cared for. Avoids favoritism.• <i>Emotional Expressiveness</i> – Appropriately expresses personal feelings. Separates personal issues (i.e., religious, political) from training.• <i>Organizational Skills</i> - Manages time and content commitments.
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Appendix C

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Affiliate Trainer Observation Rating Scale of Training

WORKSHOP LOGISTICS/TECHNICAL CONTENT	Low Competence Needs Substantial Improvement	Moderate Competence/Needs Further Refinement	High Competence/ Proficiency
Manages the workshop space efficiently (e.g. all can see chart and overhead screen, posts charts/posters in organized and visually appealing manner).			
Presents media in an effective and non-distracting way (draws participants' attention to one idea at a time, turns off the media when not using it, etc.).			
Prepares materials in advance for workshop sessions.			
Greets and talks with participants prior to the workshop because the trainer is prepared beforehand.			
EFFECTIVE BODY LANGUAGE			
Welcomes participants in an attentive, open, and authentic way (e.g., open body posture, enthusiasm).			
Varies sitting and standing appropriately.			
Dresses appropriately – professionally casual.			
Uses effective body language as a presenter (e.g., good posture, friendly expression).			
Uses a clear voice with appropriate tempo and volume.			
PARTICIPANT INTERACTION			
Shows a caring, empathic, and respectful attitude to participants (e.g., acknowledges participants' capabilities, history, and special needs).			
Invites participants to join in the workshop activities in a non-threatening way by opening up the conversation to the group first and then individuals.			
Learns participants' names and uses them often.			

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Gives clear, effective, concise instructions and directions.			
Follows through on verbal commitments and expectations.			
Interacts with participants during breaks and lunches.			
Makes extra effort to talk with participants who seem resistant or anxious.			
Maintains trainer demeanor/manner when not leading the group.			
Offers participants the right to pass to honor different learning styles and ways of participating.			
Responds appropriately to resistant participants by answering respectfully (e.g., listening deeply, asking for additional suggestions, discussing helpful options, identifying and addressing the need behind the resistance) and having a private conversation if resistance interferes with workshop flow.			
DEMONSTRATION OF DISCUSSION SKILLS			
Presents clear goals and purposes for all activities and exercises so that participants understand the aim of each part of the workshop.			
Uses open-ended questions to stimulate reflection on learning: What happened? (Observations); So What did it mean to you? (Analysis, thoughts and feelings); Now What? (Integration, how to apply in your own class or other situations) 1. Ask short and clear questions. 2. Allow 7 – 10 seconds of quiet time. 3. Ask participants what they learned and what they can do with the new information and insights.			
Stimulates participants to think at ever-increasingly deeper levels through probes that begin with “What, How, Who? Examples: “What did you observe? What did it mean to you? How do you feel? How did the activity affect the group atmosphere? Who could benefit from this activity?			
Encourages participation by all; does not allow a few to monopolize discussions or have side conversations; encourages quiet participants to share ideas.			
Uses timely critique when misinformation is shared or comments are made that conflict with program values (e.g., ask group for additional perspectives, discuss option, if unresolved explains how comments are in conflict with program values).			

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DEMONSTRATION OF LISTENING SKILLS			
Acknowledges all responses and doesn't interrupt with personal perceptions and information.			
Looks at participants when they are talking; uses comfortable eye contact.			
Asks open-ended questions to clarify a speaker's thoughts.			
Uses participant responses to build the discussion and engage people (e.g., e. addressing people personally with clear questions related to what they said, remembering their contributions and drawing on them throughout the workshop).			
WORKSHOP MANAGEMENT SKILLS			
Conducts community building in a way that encourages interaction and comfort.			
Assigns and explains group roles for small group work.			
Frequently checks for understanding, especially during complex activities and/or following presentation of new information.			
Demonstrates flexibility to meet the group's needs while maintaining the integrity of the training design.			
"Reads" the group to determine participant reactions, need for further clarification, need for breaks, etc. Demonstrates awareness of energy level of group and uses energizers appropriately.			
Creates transitions between the activities so participants see the coherence of workshop ideas.			
Uses effective time management strategies (e.g., giving time frames in advance for activities, keeping discussions within the time frames).			
When confronted, listens to and acknowledges concerns, models problem-solving strategies taught in the program, responds positively rather than reacts defensively, and asks for positive suggestions.			
Uses group rules to manage inappropriate participant behavior. Knows and uses appropriate levels of intervention from low risk to high risk, including expulsion of participants.			
Sustains the energy of the group for the whole workshop.			
KNOWLEDGE OF WORKSHOP/PROGRAM CONTENT			
Describes the sequential flow of workshop content and process and how the various sessions build toward a coherent program experience from participants.			

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Provides background and current information about the PATHS® Curriculum.			
Debriefs the lessons using the appropriate questioning sequence (e.g., Inner circle: How was the lesson preparation? What went well in the lesson? What would you do differently? Outer circle: What did you appreciate as a participant? How will you apply what you have learned here in your own practice?).			
Refers participants to curriculum and other program materials as often as possible.			
Demonstrates comprehensive knowledge of the program's key components (curriculum, generalization strategies, extra-classroom involvement/ school climate, parent participation, and professional development) and implementation strategies.			
Explains the theories underlying the program's conceptual model in an inspiring and concise way.			
Expertly offers counsel in how to overcome implementation challenges.			
POSITIVE ATTITUDE			
Presents the program and workshop activities with enthusiasm, yet does not overwhelm the participants.			
Communicates a positive attitude about PATHS® programs and PEW to participants.			
Manages workshop problems in a creative way without losing momentum.			
Invites, accepts, and uses feedback to improve skills and performance.			

Appendix D

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Global Ratings of PATHS Affiliate Training Quality

1	Low/insufficient	Presentation is inconsistent, and lacks enthusiasm or careful preparation, group leadership/management is weak.
2	Moderate	Presentation shows moderate competence. The trainer generally covers the main elements adequately, but there are occasional gaps in coverage and some of the finer points do not receive attention. Effectiveness may be undermined by issues such as a lack of careful planning, insufficient knowledge of curriculum theory and elements, lack of enthusiasm, or issues in group leadership/management.
3	Competent	Presentation is competent. Trainer provides a consistent, high quality presentation that is motivating and inspiring. The trainer does a strong job of presenting theory, modeling curriculum elements, relating to the participants, managing difficulties or resistance in a positive fashion, helping participants to feel knowledgeable, competent, and prepared for curriculum implementation.
4	Exemplary	Presentation is delivered in an exemplary manner. All aspects of the training were consistently of high quality. There is exemplary coverage of theory, modeling curriculum elements, relating to the participants, managing difficulties or resistance in a positive fashion, helping participants to feel knowledgeable, competent, and prepared for curriculum implementation.

Required Materials FAQs	
Q: What materials are required for agencies to conduct PATHS groups?	<p>The materials are the PATHS[®] Curriculum. The Curriculum level we recommend is Grade 3 (for children about age 6-7 to 11-12) as it not only provides review of lessons that are appropriate for children in grades 1 and 2 as well as lessons for older kids. The cost for the kit is \$399.</p> <p>If they are working with children from ages 3-6 (or older children that are developmentally behind and functioning at this level) then they would use the Prek/K version. This kit is more extensive (puppets, more books, etc). It cost \$799.</p>
Q: Can these materials be duplicated and shared amongst the clinicians at and agency or is it required that each clinician have their own set of the required materials?	<p>As to how many copies might be needed, this depends on the practical issues in any agency. If they are in one location, then numerous clinicians could use the same kit. If they are at multiple locations one kit could be used with a bit of coordination, or they might need a few kits. If they only have one kit, but are in multiple locations, they might need to buy a few extra posters - which cost about \$8 each.</p>
Q: Are these materials used only once or are they materials that can be reused with new groups of clients?	<p>Almost everything is re-used. There are a few reusables that can be copied (handouts, feeling faces). They do not need to be repurchased.</p>

You can find more info at:

<http://www.channing-bete.com/prevention-programs/paths/paths.html>